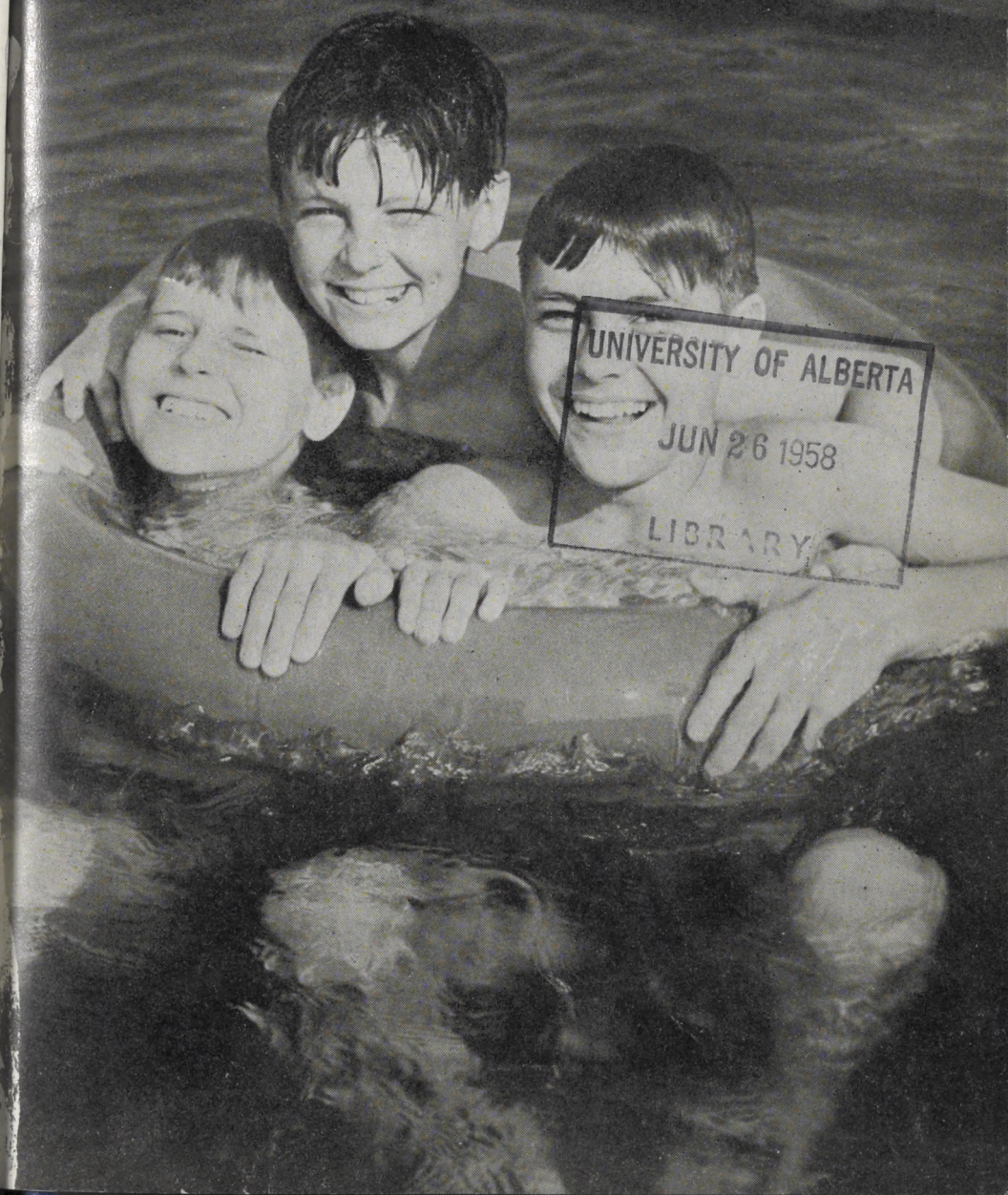


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the **ATA**  
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# The Byline Beat

June, and the end of the school year for you; the end of the magazine year for us!

Dr. Jones, author of the article, "High School English Can Be Improved", is the chairman of the Department of English, University of Alberta. He says that high school English teachers should have an honors B.A. or an M.A. in English.

What 'standards' should we use in evaluating student progress? That is the core of the disagreement in reporting systems. The author of "What Should Report Cards Report?" is E. L. Whigham, director of instruction, Wilmington, Delaware.

Mr. Parsons, author of "Read! Teacher, Read!", is director of the Enoch Pratt Free Library in Baltimore, and is a member of the NEA-ALA Joint Committee. Reading is inseparable from

*(Continued on Page 30)*



## COVER STORY

Remember the old swimming hole? It's too bad that we are just a bit too old or a bit too proper to recapture the days of real sport. Guess we will have to take ours in more sedate surroundings.

## THE ATA MAGAZINE

F. J. C. SEYMOUR  
Editor

ERIC C. ANSLEY  
Managing Editor

W. ROY EYRES  
Assistant Editor

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### NEEDED! RETURN TO JUSTICE

Several years ago any principal or vice-principal who felt that he had been unjustly dismissed could appeal the action of the school board to a Board of Reference. This board consisted of a judge, and the school board was under obligation to show cause for its action. All evidence was given under oath and was subject to cross-examination. Since that time, however, as a result of amendments to *The School Act*, principals and vice-principals no longer have such protection.

They have the dubious privilege, after having received notice of termination, of requesting a hearing before the school board, at which reasons for the dismissal must be given. If they are not satisfied with the reasons, an appeal can be made to the Minister of Education who can cause an investigation to be made.

Our experience with this procedure shows that it is completely unsatisfactory. The hearing before the school board is something like asking the judge who sentenced you to reverse his decision. Investigations conducted on the order of the Minister are informal and permit hearsay evidence, petty criticism and, worst of all, place the principal or vice-principal in the position that he cannot demand that evidence be given under oath with the right to cross-examine. In effect, he is guilty unless he can prove himself innocent.

The case of a teacher or a principal or vice-principal who has been under contract to his school board for less than twelve months is far worse. These unfortunates are completely defenceless. If they are dismissed there is no way in which they can even demand reasons for their dismissal, let alone appeal the action of the school board. Up until two years ago, the teacher could have demanded a hearing before a Board of Reference, but an amendment to *The School Act* in 1957



removed that right to justice. For the principal and vice-principal the same amendment cut them off from the forlorn hope of redress by a hearing before the school board or an appeal to the Minister.

The Association has always argued that tenure laws should reflect the concept that a person is innocent until he is proven guilty. A Board of Reference is the best way of maintaining this fundamental concept, but this has been denied to some of our members because they are either holding an administrative post or have served their school board less than a year.

This situation cannot be allowed to continue. No principal, vice-principal, or teacher should be at the mercy of malicious gossip, carping criticism, and irresponsible or unjustifiable dismissal by his school board. Ordinary decency demands that we seek justice in each and every case. The demands of justice are best served through a Board of Reference, and we must insist that the government restore that right to all teachers, principals, and vice-principals as swiftly as possible.

## THANKS

With this last issue of the 1957-58 school year go our thanks to our contributors, and to you, our readers. May you have a pleasant vacation. To those who retire on June 30, go our best wishes for a happy and long retirement.

*The Executive Council of the Alberta Teachers' Association has established an Investigating Committee which may be directed by the Executive Council to investigate cases of unjust dismissal of teachers or termination of designation of principals or vice-principals.*



# High School English Can Be Improved

J. T. JONES

THE aims of literary study are the same in the schools as in the university and are implied in the meaning of literature. Good literature may be described as writing in which what is observed clearly or thought about logically or felt sincerely is expressed in fitting and distinguished language. Its materials are drawn mainly from ideas, feelings, and human behavior. It follows that by trying to understand and weigh ideas in books we improve our ability to understand and appraise ideas which we may be concerned with in actual life; and that imaginative writing (as in poetry and fiction) broadens our experience of people's behavior and helps us to understand human nature.

These, then, are the ultimate aims and benefits of studying literature. The more immediate aim in the schools and the university is to acquaint students with some of the best that has been written in English so that they may develop a taste for what is good in literature. The hope is that they will continue to prefer good literature and incidentally improve their own writing by unconscious imitation. A person who has learned to distinguish good writing from bad is not likely to write badly himself.

The main differences between the literature read by most students in the high schools and in the university are, naturally, differences in content and difficulty. Teachers and others who select books will consider the interests and understanding of pupils at different ages and must not make the mistake of underestimating them.

Most of what a child learns at the lower levels prepares him, in various ways, for the university, whether it is intended to do so or not. Conversely, the deficiencies that may show up in the university student are generally what he should have learned earlier. For example, most students entering the university know very little of British history, and without this background or framework they are greatly handicapped in studying English literature. Consider also the extent to which English literature in all ages makes use of the Bible and of classical mythology; so much so, that most literature textbooks have to carry great numbers of footnotes to explain Biblical and classical allusions. This is a deadly way of getting at the meaning. If, however, the Biblical and mythological tales had been made familiar in childhood, English literature later on would be more interesting and understandable.

## Foreign language needed

There is one serious deficiency that concerns students who plan to go on to post-graduate studies in English, or any other subject, and that is in their knowledge of foreign languages. It is practically impossible for students to study more than one foreign language in the high schools, and they start that too late to achieve anything more than the most elementary knowledge. Although they have to present one foreign language to enter the arts faculty, most students drop it as soon as they can. Students who go to post-graduate work in any university find that they are required to



have a reading knowledge usually of two languages and sometimes three. They should arrive at this stage before matriculation. Some people will argue that the high schools do not exist to provide for this minority; the answer is that these students should not find it impossible to follow their bent and should be as well provided for as other minorities, especially when we consider that the benefits they may confer on society are out of proportion to their numbers.

When a student arrives at the university he should be able to write correct English. The first-year English course does not undertake to teach spelling, grammar, and elementary composition; but it attempts to make students use what they have learned in school by having them write essays on the literature being studied. Reading and writing go hand in hand. In the ability of students to write correctly and clearly there is very wide variation. Their writing ranges from very good to very bad. When I question them I learn that some students have had very little practice in composition-writing in the high school. This is, undoubtedly, one explanation of their weakness. Another would be that they have not developed the habit of reading.

### **Write to improve writing**

One reason why the boys and girls do not get sufficient practice in writing is that their teachers lack time to correct their exercises. Their classes are often too large, too numerous and spread over too many subjects. There is a limit to the amount of marking that a teacher can be expected to do at home. He should be given time to do it in school hours.

Short-answer tests (of true or false, matching, multiple choice and similar varieties often used to shorten the work of marking) are another explanation of why students get too little practice in writing. Tests of this kind have only a limited value. They should not be allowed to take the place of other tests which require the student to state facts and thoughts in clear sentences and to

develop the relationships between them in paragraphs and groups of paragraphs. Frequent paragraph-writing will, by the way, be more useful than long compositions at long intervals. The frequency of the exercise, whether short or long, and the strictness of the correction are what will count.

In some schools the teaching of English is given to anybody, on the assumption that anybody can teach it. After physical education, mathematics and the sciences have been provided for, the teachers of these subjects may be told to fill up their programs with English language and literature. Sometimes, also, when a teacher trained in English joins a staff he gets no opportunity to teach the subject because untrained teachers have already settled down in it and do not wish to change. A new attitude is necessary in both the administrators and the teachers.

A last suggestion for improving the teaching of English has to do with teacher training. Up to the present it has been thought necessary to prepare teachers to teach a variety of subjects with the result that their knowledge of some subjects is less than adequate. With the concentration of pupils in larger high schools throughout the province, the time may have arrived for employing teachers who are specialists. A teacher of high school English should have specialized in English by taking an Honors B.A. or an M.A. in that subject. We should stop thinking that a teacher is handicapped by knowing his subject well.

Much more could be said on these matters, and what has been said here could perhaps be elucidated by fuller treatment. It is hoped, however, that others who wish to think about the subject may find these reflections useful.

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**Dr. Jones says that high school students need more practice in writing and less in answering short-answer tests.**

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# What Should

**W**HEN it comes to report cards, many parents think in terms of the A's, B's and C's (or the D's and E's) they received as students in school. And this form of reporting is very similar to the reporting system used today in many schools.

Some schools give only occasional superficial attention to the topic of report cards. But all too frequently, the attention is given to the form of the report card, leaving unexamined the vital issues which pertain to the bases for reporting. *what are they?*

In other schools, however, significant changes are occurring in reporting practices. Changes in educational programs and in the world in which schools function have carried with them corresponding changes in report cards.

Report cards today are not just for pupils and parents. Many other members of society need to know about the progress pupils make in school—other teachers, prospective employers, the armed services and college admission offices. For this reason, the term 'report card' is not appropriate. In light of the many means used today for reporting pupil progress the term 'reporting system' is more suitable.

## Purpose of reporting

Reporting is a form of communicating. By this means schools convey information about pupil progress to parents, students, and other groups. When functioning most effectively, the reporting system serves as a channel of communication through which schools receive as well as send information.

What is to be reported is directly concerned with what a school system is seeking to achieve. Much current concern about reporting is real concern about more basic questions in education. The reporting system in a school is meaningful in the fullest sense only when there is understanding of the school's basic purposes.

Perhaps the purpose of report cards can be made clearer by distinguishing between evaluation, marking, and reporting. In practice, these processes are closely related in function and purpose. However, better understanding of the purpose of reporting may be indicated here by a distinction between the three concepts.

**Evaluation**—Evaluation is the total process by which school staffs measure the educational growth or progress of pupils. What is to be evaluated is determined by the purposes of the educational program. Means for evaluation include such procedures as standardized tests, teacher-made tests, classroom observation, and analysis of written work and individual projects. The teacher's judgment is usually a vital factor in the evaluation process. 'As a result of evaluation, a teacher should be able to render comprehensive professional judgment on the educational progress her pupils make.

**Marking**—On the basis of evaluation, a teacher assigns a mark or prepares a summary statement of the progress made by each pupil. Marks may be presented as letters or numbers or in more elaborate forms. Variation in the form for marking is usually found between elementary and secondary schools and not



# Report Cards Report?

E. L. WHIGHAM

infrequently within these two levels.

**Reporting**—Reporting is the process of communicating results of evaluation and marking. By this means, a teacher's interpretation of each pupil's progress is presented to parents and others concerned. Occurring within the framework of the total educational process, this communication is the basic purpose of reporting.

## Functions of the reporting system

In reporting to pupils, parents and other groups, schools are serving a variety of functions.

Firstly, a concise and (we hope) objective record of the quality, amount and direction of educational growth is provided for each pupil. Reports to parents are usually made on a periodic basis throughout the school year, but special reports may be arranged as needed. Reports made at the end of each school year (or educational level) become a part of permanent school records. Because of increasing use of school records by outside agencies, the importance of annual reports is considerable.

Reporting also serves as a basis for planning between home and school. If educational growth is to be fostered through home-school cooperation, then teachers and parents must communicate

with each other. Through the reporting system pupils, parents and teachers share in a diagnosis of learning difficulties and in an analysis of educational experiences. Homework may be a problem. Children may exhibit at school emotional problems which parents do not recognize fully but which they need to give attention to. Teachers can often help parents plan experiences at home or in the community which effectively supplement school experiences. And parents can help teachers better understand their pupils. In a variety of such ways the reporting period can serve as a basis for cooperative planning between home and school.

Reports of educational progress also serve as a basis for planning future school experiences. Other teachers will use the reports as one means of understanding pupils. Report cards also are used for such purposes as determining promotion, selecting courses in secondary school, and determining qualifications for entrance into occupational fields. But most important, a teacher preparing a report uses this assessment of pupil strengths and weaknesses in planning what experiences are needed next.

Report cards are also used to motivate pupils. Having students know exactly where they stand, it is argued, leads to greater effort in school. Many educators, however, question the validity of this position. The extent to which marking and reporting actually motivate pupils probably depends on the type of reporting system and on the understanding and stimulation which students receive from the system. In this connection it must be noted that report cards are not the



ends of education. The pressure of some parents notwithstanding, the ultimate purpose of education is not to receive a good report card.

5 The reporting system also serves as a means for interpreting a total educational program to parents. Some schools have found that a sound reporting system is their best public relations medium. While it should not be designed primarily as a public relations device, it does provide the opportunity to increase understanding of the school's program.

### Some issues in reporting

Agreement may be achieved on a statement of purpose without resolving all issues in reporting. Concepts and procedures in the reporting process must be carefully defined and fully understood both by the professional staff and by persons receiving the reports. An examination of several issues in reporting will indicate the necessity for such understanding.

What standards are to be used in evaluating and reporting educational progress? This issue is a primary basis of disagreement about reporting systems. From some statements on this issue, one might conclude that schools were mechanical institutions, taking children in, putting them through a single pre-set, rigidly controlled process, and accepting or rejecting products as they come out. On the other hand, schools are sometimes said to take in everyone, run them through random educational processes, and put a stamp of approval on any outcome. Obviously both descriptions are exaggerated extremes. Instead, schools must establish meaningful expectations for achievement which refer directly to the set of purposes accepted as a basis for the school's program and to the characteristics of the pupils to be taught.

Much discussion about standards leads directly to questions about the basic nature of education. Are all children and youth in a democratic society entitled to an education through secondary school level? Or are only children who meet selective standards to be educated be-

yond a minimum level? If a selective system is to be used, schools must establish critical points for eliminating children or for guiding them into different educational channels. If all children are to be educated, then schools must provide the flexibility needed to meet the differences among pupils.

When school staffs evaluate pupils and their progress in school, there should be in each educational area definite criteria for evaluation. Reporting systems, if they are to be useful, must specify these criteria clearly. For example, is measurement of educational progress to be based on standard levels of achievement? Or to what extent is the relative ability of pupils to be considered?

In studying children and the learning process, educators frequently observe a deep sense of frustration among pupils who are repeatedly branded failures through a school reporting system. In many such cases the level of work expected of pupils considerably exceeds their potential learning abilities. Likewise pupils with high learning potentials sometimes earn good marks without serious application of effort. Acting upon the concept that pupils need educational programs which challenge individual abilities, some schools have made changes in their marking-reporting systems (and in other phases of the school program) by adjusting expectations for educational achievement to actual learning capacities of pupils.

Even so, parents and educators will frequently want to know how pupils are progressing in relation to other pupils. Some persons favor reporting on a comparative basis because they feel it encourages pupils to compete with each other. The desirable motivating force of a reporting system designed exclusively for comparative purposes is questionable; for unless differences in learning characteristics and reasons for learning difficulties are considered carefully, direct comparisons of educational progress among pupils can be very misleading. In light of the wide range of individual differences among pupils, educational norms based on uniform levels of



achievement for each grade or subject are not realistic.

## Problems of comparative reporting

Yet when bases for comparisons are understood fully, knowledge of a particular pupil's progress in some educational areas may be made more meaningful through comparison with selected groups of pupils. Unfortunately, two major difficulties are encountered in comparative reporting. First, there is lack of agreement in the educational world about the usefulness and meaning of various norms of educational progress. And second, parents often forget or ignore professional cautions indicating that norms have only limited usefulness and must be considered along with other factors.

Another basic issue in reporting concerns the 'what' of reporting systems. Evaluation of educational progress must include evidence on growth in concepts, skills, habits, attitudes, interests, ability to think, and abilities to work and live with others. Achievement in science, for example, includes not only increased knowledge of scientific facts but also growth in scientific attitudes, understanding of the value of the scientific method, skill in the use of scientific tools and processes, and motivation to explore and understand the phenomena of nature and society. Can educational progress in such a configuration of factors be capsuled into a single-letter mark? Add to that the variations in learning characteristics of pupils (motivation, maturity, attitudes toward school, application of effort, personality problems, and so forth) and you see that reporting can be complex indeed.

Recognition of the ineffectiveness of single indicators of educational progress has led some schools to use such reporting forms as checklists, narrative reports and parent-teacher conferences. Other schools have added to the usual report card a variety of modifications such as lengthy explanations of grading symbols and space for parents to write replies. In secondary schools, where reporting is complicated by the fact that some teachers may have over a hundred pupils,

parent conferences with school counselors and groups of teachers have become part of the reporting process.

## Need understanding of staff, parents

In expanding the design for reporting, however, schools have encountered other problems. One is providing time for teachers to prepare and deliver reports. Preparing information necessary in more elaborate reporting systems is time-consuming, and teachers often object because they find the task quite burdensome. A second problem in complex reporting systems is securing parental and staff understanding of the reporting process.

No matter how diligently committees of parents and teachers may work to design report cards, the product, unless thoroughly understood and accepted by all persons involved, will be of limited value. Repeated explanations must be provided for parents and staff members who come to a school system after new reporting systems are adopted.

In today's highly mobile, complex society the job of creating and sustaining understanding of new reporting practices is a difficult task. But it is a challenge we must meet if we are to turn the limiting A, B, C's into meaningful reports of our pupils' progress.

Reprinted from *The School Executive*, May, 1958

*Due to*





# Read!

**T**EACHERS—and all other adults—should read for the pleasure that comes from reading and for the satisfying of emotional needs: fun and laughter, romance, sympathy, awareness of nature, and the touch on the heartstrings.

Teachers—and all other adults—should read for the self-development and intellectual growth that are natural by-products of reading. Minds should not stand still, developing in quietude a hard crust that admits no new facts, tolerates no new thoughts. They should move forward, meeting, testing, and challenging novel ideas.

Teachers—and all other adults—should read that they may become better-informed citizens. The world of today is an exacting world, demanding our best in ingenuity, not alone in scientific fields, but also in fields of human relationship, in the development of a healthier economy, and in promoting world peace. The well-read citizen is able to add his mite to the solution of problems that face either the tiniest of communities or the world itself.

Whether teachers have a greater responsibility to read than others is a question that I suppose might well be argued by teachers who are weary of being told that teachers should do this or that. Were I a teacher I suspect that I too might become weary of being admonished that I should serve as an exemplary citizen in countless areas of human conduct.

It is then with a feeling of bravado that I enter this crowded field to point out some of the reasons why teachers should read purposefully and in addition to the

reading that they do to keep abreast of new trends in education and in their subject fields. It does not require an overactive imagination to understand that at the close of the day habitually overworked teachers need “to get away from it all”, to lose themselves in some extracurricular activities of their own.

Some may argue that for adequate relaxation teachers should get away from the printed page. Reading for enjoyment is, however, something quite apart from the use of books as teaching tools. The very act of reading, the quiet, relaxing, peaceful relationship between book and reader, is different from any relationship felt during work or play.

Books and good reading offer to teachers an invitation to escape from the realities of the moment; they offer peace and quietude to take the place of tension; they hold out the promise of enjoyment at the end of a crisis-packed day.

The infinite variety of reading matter is in itself one of the great satisfactions of reading. Some teachers will read widely in all fields of knowledge and literature, letting one book lead on to another like successive bursts of a rocket; yet others will read “catch as catch can”—a good mystery story today, a biography tomorrow, a book with philosophical overtones next week.

Moods are varied and change rapidly. The test in reading for pleasure is whether the reading matter brings the satisfactions that the mood of the moment requires.

The teacher who spends a part of his leisure time in reading for pleasure will find it easier to go forth to meet his



# Teacher, Read!

ARTHUR H. PARSONS, JR.

classes with a refreshed spirit and a relaxed mind and will thereby bring to his teaching more of the inspiration that that task requires.

Teachers who read well and wisely, whose reading becomes naturally a subject of conversation in or out of class, are capable of developing in their students the desire to know and the healthy curiosity which the world so greatly needs.

None of us lives in a tight little vacuum where all things are settled forever and a day, or where we can sit back and placidly contemplate "the best of all possible worlds". The private world in which each of us lives needs the continual refreshing that comes with the entry of another's personality, thoughts, and experiences. With reading, such an entry is made, new vistas are opened up on other modes of life, and new viewpoints on an infinite variety of problems are displayed.

With reading, our whole outlook on life becomes larger, wider. We become bigger persons, more able to see our own world in proper perspective and more capable of inspiring others to enlarge their own visions and build for themselves more meaningful lives.

The teacher whose private world is refreshed by a familiarity with the best in poetry or drama, who has an intimate

knowledge of those books which have meant most to man down through the years, who keeps in close touch with what is good in today's writing, has a God-given opportunity to open wide gates for the minds, young and old, with which he daily comes into contact.

In our society, teachers are expected to be more familiar with public issues, to know more about the world around us, and to understand more fully the pressures of community life than are the majority of their fellow-citizens.

Whether these are fair expectations or not, there is here a challenge that teachers should gladly accept. There are countless unscrupulous individuals and organizations who would pay dearly for such an opportunity to 'explain' such problems to suit their own special pleadings.

It is a precious gift, this gift of the still malleable and impressionable minds of our young people. To be worthy of it, teachers have a responsibility to read widely the best thought on all sides of public issues. Only through such reading and through being familiar with what is available in books and in responsible journals of opinion are they to be able to understand the varying opinions and to present them in an unprejudiced manner in the classroom.

And teachers need to be well read on public issues for reasons extending beyond the classroom. They are leaders in the community. They have an opportunity, greater than that given to any other one group, to direct community life along desirable channels.

Those of us who want to become good neighbors to our fellow man need, as a



part of our personalities, a large measure of understanding and human sympathy; understanding for his point of view when it differs from our own, sympathy when he searches for answers to problems that face him.

The good reader, the constant reader, inevitably draws from his reading a deep consciousness of other people and a tolerance for the quirks and foibles that are a part of all of us. In his reading, he comes objectively up against a great variety of human experiences, experiences in which he participates from the sidelines and upon which he exercises his judgment uninfluenced by any close personal interest.

Such reading may be in the field of fiction where he meets an entire array of human wants and aspirations, successes, and defeats. Or it may be in the field of biography, where he not only gains knowledge of one individual's life but also learns much of value about the whys of human behavior in a given situation.

Such understanding and sympathy are necessary attributes of all men of good will, but few of us have the multiplied daily opportunities to apply them with as many varying personalities as do teachers.

The teacher whose reading is continu-

ally being enlivened with new opportunities to observe book people facing unusual and difficult situations becomes better prepared to offer guidance and help when individuals—adults or students—come to ask for understanding and guidance in their own problems of daily living.

Gilbert Highet has said, "Teaching is inseparable from learning." So too, it seems to me, is teaching inseparable from reading.

Teachers need to read in order to have well-rounded personalities that are congenial and that attract other equally interesting and well-rounded personalities. Teachers need to read in order that the world surrounding them may be a familiar place with familiar faces and people, one in which they will find themselves at home and at ease in any situation.

Teachers need to read in order that their minds, from which other minds are to gain strength and wisdom, may be ever alert. They need to read so that the full force of their abilities and personalities may reach out and lead those who have been entrusted to them on to ever-new heights of good living, self-development, and learning.

Reprinted from *NEA Journal*, March, 1958

## ***Executive Council By-Election, 1958***

The following is a list of nominations of candidates for election to the Executive Council to complete the unexpired term of the district representative for Central Eastern Alberta constituency.

Candidate	Nominated by
Benjamin, Dorothy Louise (Mrs.) Sedgewick	Killam
Saville, Catherine Mary Jean (Mrs.) Hardisty	Camrose, Castor, Hardisty-Provost, Vegreville and Wainwright
Stewart, William Frederick Vermilion	Vermilion



# Financing Education

According to the *British North America Act*, Section VI, Subsection 96, each of the provinces "may exclusively make laws in relation to education." The prime decisions which determine whether local government units shall participate in the provision of public education rest with provincial governments.

The purpose of the public education system is to provide for each generation of youth the opportunity to learn. If public education is to serve its purpose, a desirable program must be available to each youth during the school age years. This time element makes education a unique function of government. Few other government functions merit competition with education for immediate and adequate financial support. The system whereby education is financed indicates where education stands in the scale of government values.

The Province of Alberta has tended to maintain standards of education through such means as supervision, certification of teachers, development of curriculum, and examinations. These facets of provincial control, together with compulsory attendance laws, ensure a basic provision for education, below which no locality may fall. This does not imply that the Alberta Teachers' Association accepts present standards as being adequate.

The young people of one community grow up and emigrate to other communities. The results of education offered in one community become the legacy of the other. The importance of a sound education goes beyond the smaller community; it is of significance to the province as a whole, to the nation, and to the international community. It is logical, therefore, that a desirable kind of basic education must be offered in every Alberta community. The province must view realistically the necessity to finance education in an equitable manner, to

make possible the kind of education desired in all communities.

Financing education in Alberta is the responsibility of both local and provincial government, but local ability to finance education varies markedly from one community to another. The sharing of responsibility for education is desirable, but sharing introduces gross inequalities of financial burden to local units. Wide ranges in assessment per pupil, per teacher, or per classroom required, are indicative of wide ranges in local ability to pay a given portion of the total education bill.

Provision should be made for innovation, since the educational system will develop as a result of local initiative, from testing and accepting or rejecting ideas. In addition to basic grants, the province should encourage innovation in public education through a supplementary system of incentive or stimulation grants.

The apportioning of provincial funds for education requires the measurement of the need for education services and facilities. Need may be measured in terms of pupils, teachers or classrooms; the choice of unit depends upon various factors to be taken into consideration before the selection is made. Regardless of which unit is chosen, each is a direct measure of education services required.

There have been suggestions that the total population of a local area is a reliable measure of the need for education services. This measure of need assumes that the number of children per thousand of population is the same

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From the brief presented by the  
Alberta Teachers' Association to the  
Cameron Royal Commission on Edu-  
cation.

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throughout the localities of the province. There is evidence to indicate that the ratio varies sufficiently to cause this approach to be unsuitable.

At present, provincial grants are paid specifically in recognition of certain services performed or facilities and equipment provided. In this sense, provincial grants are conditional; if no service or equipment is made available, no grant is paid. Provincial grants are paid directly to school authorities and therefore are earmarked, as it were, for future expenditure on education.

Conditional grants involve some danger. Since they are paid for approved equipment and services, they sometimes provide incentive to spend money where money should not be spent. Earmarked grants, on the other hand, guarantee that the provincial moneys intended to maintain a certain standard of education will be spent for education purposes.

In contrast to the above, there are indications that a new provincial-local finance system may not earmark provin-

cial aid for education. The implication is that from the whole amount of money available, education will have to compete for every dollar it gets. The province cannot maintain an adequate program by subjugating the needs of education to the politics of local finance. To ensure an adequate program, provincial moneys in aid of education must be earmarked for expenditure upon education.

Public education in Alberta is accomplished through a partnership arrangement between the provincial government and school boards or counties. This arrangement is implemented through *The School Act*, which assigns various duties and powers to local governing bodies. It is desirable that the province provide for local interest in, and local responsibility for, education. The assignment of duties to school boards must be accompanied by whatever degree of power may be required to carry out those duties. School budgets should never be subjected to the stamp of approval of municipal councils.

## ***ATA Banff Conference Consultants***

The following persons will act as consultants at the tenth ATA Banff Conference, to be held at the Banff School of Fine Arts, August 17 to 24, 1958.

### **Alberta Teachers' Association Policy and Administration**

**Mrs. Inez K. Castleton**

President  
Alberta Teachers' Association  
Calgary

### **Curriculum Development**

**Dr. D. T. Oviatt**

Dean of Instruction  
San Fernando Valley Campus  
Los Angeles State College  
Northridge, California

### **Group Dynamics**

**L. Savitch**

Seattle Public Schools  
Seattle, Washington

### **Educational Publicity and Public Relations**

**E. J. Ingram**

Executive Assistant  
Alberta Teachers' Association  
Edmonton

### **Alberta Teachers' Association Publications**

**Lister Sinclair**

Canadian Writers' Service  
44 Douglas Crescent  
Toronto 5, Ontario



# President's Column



## Certification and student teaching

It was my privilege to represent the Association, along with Mr. Ansley, at the sixth Western Canada Regional Conference on Teacher Education at the Banff School of Fine Arts, May 22, 23, and 24. Representatives from the departments of education, teacher education institutions, and teacher organizations of the four western provinces participated. Dr. H. T. Coutts, president, and Dr. J. D. Aikenhead, secretary, are to be congratulated on arranging an excellent program.

The exchange of opinion regarding student-teaching revealed considerable similarity in the programs in British Columbia, Manitoba, and Alberta. The need to make student-teachers feel welcome in the school, and for close co-operation of principals, teacher advisers, and staff consultants, for carefully-prepared assignments, and for frank discussions with the students by the classroom teacher and faculty consultant were among the points emphasized.

Certification proved to be a most interesting topic. All representatives agreed that four years of university education

should be the basic requirement for permanent certification of teachers, and that a minimum of two years should be required for temporary certification, with senior matriculation required for entrance. It was found that no province requires senior matriculation for admission to its minimum type of program. In all four provinces, a general certificate gives blanket authority to teach in a specified range of grades. British Columbia is the only province now issuing a certificate for each year of teacher education beyond junior matriculation to the sixth year. In Manitoba, certificates are issued at the end of the first, second, fourth, and sixth years of teacher education, and in Saskatchewan, at the end of the first, second, and fourth years. Alberta appears to be the only one of the four provinces which requires general certification as a prerequisite to special certification.

Some interesting questions were raised. Can the probationary principle in certification be justified? Apart from some specialization in subjects in the high school curriculum and in primary methodology, is there any sound reason why a high school teacher should have a more extensive education than an elementary teacher and different certification? Is it really necessary to extend the validity of certificates when they have expired through teachers' failure to meet well-known regulations?

Because of the lack of sufficient time for discussion, no general agreement was reached regarding the desirability of the probationary principle or the grade limitation. However, it seemed agreed that teachers with only two years' teacher education must be limited as to grades taught. The idea of a school board's assessing a teacher's certificate and assigning him to a division of the school system for which it considers him qualified (with the teacher's consent, of course), rather than the certificate's limiting the teacher's placement, also merits consideration.

May I extend best wishes for an enjoyable summer to one and all.



# Convocation, May, 1958

## University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation, held in Edmonton on May 16, 1958. The students were presented to Convocation by Professor H. T. Coutts, Dean of the Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Professor Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education and the degree of doctor of philosophy who were presented by Professor A. G. McCalla, Dean of the Faculty of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

### THE CLARENCE SANSOM MEMORIAL GOLD MEDAL IN EDUCATION AND THE CLARENCE SANSOM SCHOLARSHIP IN EDUCATION

Rachel Madeleine Brochu, Morinville

### THE EDMONTON HOME ECONOMICS ASSOCIATION PRIZE

Gladys Alberta Harper, Edmonton

### W. K. KELLOGG FOUNDATION FELLOWSHIPS IN SCHOOL ADMINISTRATION

Eric R. Coffin, Calgary  
E. Courtney Henry, Antigonish, Nova Scotia  
J. Henry Malmberg, Port Elgin, New Brunswick  
Arthur G. McBeath, Quill Lake, Saskatchewan  
Laurence M. Ready, La Fleche, Saskatchewan  
William Paul W. Steer, Regina, Saskatchewan  
Robert B. Walls, Calgary  
Arthur B. Wright, Vancouver, British Columbia

### IMPERIAL OIL FELLOWSHIP IN SCHOOL ADMINISTRATION

Ernest D. Hodgson, Red Deer

### INTERNATIONAL NICKEL FELLOWSHIP IN SCHOOL ADMINISTRATION

Philip J. Warren, Fogo District, Newfoundland

### SCHOOL TEXT BOOK PUBLISHERS FELLOWSHIP IN SCHOOL ADMINISTRATION

David W. Menear, Scarborough, Ontario

### FACULTY OF EDUCATION, UNIVERSITY OF ALBERTA FELLOWSHIP

Peter F. Bargen, Edson

### FIRST CLASS STANDING

#### Fourth Year:

Barbara Ann Bennett, Edmonton  
\*Rachel Madeleine Brochu, Morinville  
James Emil Hendrickson, Holden  
Billie E. J. McBride, Wainwright  
Bayward W. Reesor, Edmonton  
Michael Alexander Strembitsky, Edmonton

#### \*University of Alberta Honor Prize

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Mary Michiko Aoki  
Barbara Ann Bennett, B.Sc. (Arts)  
Lucille Bidulock  
Rosemary Brady  
Rachel Madeleine Brochu  
Marjorie Ann Cameron  
Audrey Marie Carson  
Mary Josephine Magdalene Chiswell  
Angeline Lillian Condon  
Florence Irene Danyluk  
Carmel Rita Marie Despins  
Geraldine Joan Drake  
Mary Louise Duncan  
Clarice Adrienne Evans  
Marion Ruth Frayn  
Sonja June Kristin Gotaas  
Rita Melvina Goughnour  
Natalie Ruth Horne  
Catherine Lillian Johnston  
Leona Catherine Lazarowich  
Marion Eileen Lenz  
Billie Eleanor Jean McBride  
Margery May MacFarlane  
Olga McGeean  
Marjorie Irene McGrath  
Annette MacPherson MacCallum Madsen  
Audrey Joan Malin  
Ann Elizabeth Mason  
Marie Eileen Meyer  
Grace Georgina Nelson  
Lillian Jeanne Paul  
Elva Margaret Perdue, B.Sc. (H.Ec.)  
Robina Jones Polet  
Jacqueline Lillian Scanlan  
Sylvia Mae Schawalder  
Dorothy Ann Sherring  
Lois Ellen Snaith  
Phyllis Cecily Sutherland, B.A.  
Anne Marie Tveit  
Jean Isabelle West  
Joan Eleanor Workun  
Ernest John Afaganis, B.Sc. (Arts)  
Steven Andriashek  
Jacob Brown, B.A.



James Wylie Brown  
 Marvin Sanford Bruce  
 William Brushett, B.Sc. (Arts)  
 Father Basil Francis Butts, B.A.  
 Harry Leon Dodge, A.B., B.D.  
 Clare James Drake, B.P.E.  
 Peter Gill  
 Susky Julius Hardin, B.A.  
 Gene Carl Hartson

\*Frederick Charles Jorgenson  
 Henry Jacob Kroeker  
 Robin Peter LaGrandeur  
 Maurice Conrad Landry  
 Albert Edward Laube  
 Percy Benjamin Lawton  
 Charles Stanley McKay  
 William Takao Nakamura, B.Sc. (Arts)  
 Michael Alexander Strembitsky, B.A.  
 Austin Wilbur Youngberg  
 Wasył Gregory Zielinski

\*With first class general standing

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Joseph Steven Bernakevitch  
 Arthur Byron Bustin  
 Paul Joseph Chamberland  
 Stanley Gordon Clapp  
 Harold Eitjo Reinders  
 Charles Ernest Stirling

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION

Jack Lee Leavitt  
 Robert Bernard Wilberg  
 Kenneth Ray Williamson

### ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Robert Stanley Chapman, B.Ed.  
 Henry James Douglas Charles, B.Ed.  
 Dean Cook, B.Ed.  
 Thomas Edward Giles, B.Ed.  
 Stephen Paul Hencley, B.Ed.  
 Stephen Hunka, B.Ed.  
 Stanley William Sawicki, B.Ed.  
 Clifford Elvin Shelton, B.Ed.

### ADMITTED TO THE DEGREE OF DOCTOR OF PHILOSOPHY

Cecil Patrick Collins, B.A., M.A., B.Ed.

### AWARDED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Ellen Beryl Adams  
 Arlene Thelma Ball, B.Sc. (H.Ec.)  
 Joan Eleanor Basarab  
 Mary Agnes Baughn, B.Sc. (H.Ec.)  
 Adelma Kathleen Beagle  
 Barbara Ellin Belton  
 Barbara Ann Bennett, B.Sc. (Arts)  
 Beatrice Gwendolyn Bothwell  
 Ruth Eleanor Buchanan  
 Eva Marguerite Burton  
 Elizabeth Louise Byers, B.Sc. (H.Ec.)  
 Marjorie Ann Cameron  
 Doris Mae Campbell  
 Mary Josephine Magdalene Chiswell  
 Joan Elsie Cload  
 Shirley Jeanne Curry  
 Pauline Mary Davidson  
 Carmel Rita Marie Despins  
 Geraldine Joan Drake  
 Irene Ann Dubasz  
 Doreen Elizabeth Ellis  
 Clarice Adrienne Evans

Mary-Duane Gottschlich  
 Rita Melvina Goughnour  
 Evelyn Hope Hampton  
 Denise Sigrid Helgason  
 Evelyn Matilda Howe  
 Catherine Lillian Johnston  
 Phyllis Mae Jorgensen, B.Sc. (H.Ec.)  
 Hazel Joan Kindraka  
 Inga Adeline Kjos  
 Carin Thyra Klemme  
 Mary Katherine Krpan  
 Laverne Einer Larsen  
 Leona Catherine Lazarowich  
 Stella Helen Lazaruk, B.Sc.  
 Sister Mary of St. Charles Albert  
 Billie Eleanor Jean McBride  
 Shella Fay McCorry  
 Elma Catherine McDonald  
 Joyce Evon Marsellus  
 Erin Louise O'Brien  
 Winnifred Mae Owens  
 Grace Ailene Palamarek  
 Elva Margaret Perdue, B.Sc. (H.Ec.)  
 June Olive Marie Prather  
 Marie Cecile Reeves  
 Eileen Mae Ruark  
 Dorothy Janet Sarka  
 Jeannie Mutsuko Saruwatari, B.Sc. (H.Ec.)  
 Jacqueline Lillian Scanlan  
 Bernice Delores Schneider  
 Elvina Alice Soneff  
 Muriel Judith Stearns  
 Rachel Eleanor Steeves  
 Phyllis Cecily Sutherland, B.A.  
 Gladys Mary Thielen  
 Gertrude Redd Webster  
 Jean Isabelle West  
 Ernest John Afaganis, B.Sc.  
 William Lloyd Badger  
 James Chris Bolding  
 William Brushett, B.Sc.  
 Paul Joseph Chamberland  
 William Montgomery Chinneck, B.Sc. (Agric.)  
 Raymond Andrew Christensen, B.A.  
 Edward Joseph Casimir Christie, B.Sc.  
 Barney George Chrusch, B.Sc. (Arts)  
 Gerald Ernest Dahms  
 Brian Davis  
 Gary Raymond DeMan  
 Russell Anthony Dolinski  
 Lloyd Erickson  
 Charles Clifford Evoy, B.Sc.  
 Wayne Arlan Fors  
 James Emil Hendrickson, B.A.  
 Edwin William Jahraus  
 Frederick Charles Jorgenson  
 Steve Kamelchuk  
 Kenneth Norman Kittridge  
 Taras Kulka  
 Robin Peter LaGrandeur  
 Robert Wellesley Lamb  
 Jack Lee Leavitt  
 Charles Douglass Ledgerwood  
 Charles Stanley McKay  
 Robert Hector MacQuarrie  
 Kevin Lawrence Majeau  
 John Grey Marlon  
 Lyle Edwin Meeres  
 Gordon Rodney Morisset  
 William Takao Nakamura, B.Sc.  
 Fred Harold Hugh Nielsen  
 Stanley Alfred Oracheski  
 Gordon Asaph Orlick  
 Michael Edward James Orme  
 Roy Manfred Oswald  
 Robert Steven Patterson  
 George Pich  
 Donald Rex Pound  
 Elmo Cuthbert Price  
 Werner George Schmidt  
 John Arthur Sprigings  
 Charles Leroy Strickland  
 Eugene Anders Torgunrud  
 Robert Bernard Wilberg  
 Ronald Derek Willey, B.A., B.S.W.  
 Kenneth Ray Williamson  
 Father Leon John Yakubow  
 Wasył Gregory Zielinski



# Canadian Passenger Association

The following reduced fare arrangements for teachers and students for the 1958-59 school term have been announced by Roy H. Powers, vice-chairman, Canadian Passenger Association, Winnipeg.

## Territory

Round trip tickets may be issued to teachers and students travelling from their homes in Canada to stations in Canada at which they will attend university, college, or other educational institution. No certificate or other formality is necessary to obtain the special form of ticket. Agents will issue same on request.

## Dates of sale

Round-trip tickets will be issued from July 25 to October 25, inclusive, 1958.

## Fares

### (a) Adults

Normal one-way first class, coach class, intermediate class, or special coach class fare and one-half ( $1\frac{1}{2}$ ) for the round trip, adding when necessary to make fare end in 0 or 5. Minimum fare 50 cents.

### (b) Children

Under five (5) years of age, when accompanied by parent or guardian, will be transported free.

Five (5) years of age and under twelve (12) years of age, half the fare authorized for adults, sufficient to be added when necessary to make child's fare end in 0 or 5. Minimum fare 50 cents.

Twelve (12) years of age and over will be charged the adult fare.

## Return limit

Tickets will be valid returning from stations at which university, college, or other educational institution is located to starting point, only within the period March 25 to June 30, inclusive, 1959.

## Going passage

To commence on date of sale, destina-

tion to be reached not later than midnight of tenth day after date of sale.

## Final return limit

Original starting point must be reached returning prior to midnight of tenth day after date of validation.

## Routes

Tickets will be routed via Canadian ticketing routes over which regular one-way fares apply and must read via the same route and railway lines in both directions, except that optional route privileges will be permitted as provided for in lawfully filed tariffs.

## Accommodation

Accommodation accorded on trains will be as shown in the tariffs in which the one-way fares are quoted.

## Validation for return

Tickets must be validated by agent at destination by stamp and signature in space provided on ticket, and by signature of original purchaser, whose bona fides as a teacher or student entitled to reduced fare transportation on the ticket must be attested by principal or other authorized officer of educational institution, as provided in certification coupon which will be included in special teachers' or students' tickets to be furnished to agents for the ticketing of this class of traffic.

## Exceptional conditions under which return portion may be exchanged

When through illness or other extenuating circumstances, teachers or students are required to return to their homes during the school year and do not expect to return to complete the scholastic term, the return portion of the original ticket may be lifted on surrender of bona fide request from the principal or other authorized officer of the school or college, and a new ticket furnished free in exchange valid for continuous



passage to point of origin via same route as lifted ticket.

### Stopovers

Stopovers will be allowed on application to conductor at any point enroute on going trip within ten days from date of sale, and on return trip within final limit.

### Baggage

Baggage may be checked in accordance with lawfully filed tariffs.

### Extension of limit of ticket

Extension of the limit of ticket on account of illness, etc. will be permitted in accordance with lawfully filed tariffs.

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# Teachers in the NEWS

Four Albertans are among twelve outstanding students from across Canada who have been awarded graduate fellowships in the Division of Educational Administration and Supervision at the University of Alberta. The awards, varying from \$2000 to \$2400, are tenable during 1958-59. So that students from distant points will not be penalized, each will receive an additional grant equivalent to the cost of return transportation from his home to the University of Alberta.

Winners of W. K. Kellogg Fellowships are **Eric C. Coffin** and **Robert B. Walls** both of Calgary. Mr. Coffin is presently principal of the Capitol Hill Elementary School. He has been teaching in Alberta since 1937, for the last twelve years in the Calgary Public School system. Mr. Coffin received his B.Ed. degree from the University of Alberta in 1946. Mr. Walls, who has been teaching in Calgary since 1933, is presently principal of Parkdale Elementary School and is a lecturer at the University of Alberta Summer School. He obtained his bachelor of education degree in 1947.

The winner of the Faculty of Education, University of Alberta Fellowship is **Peter F. Borgen** now assistant superintendent of schools for the Edson School Division. Mr. Borgen holds bachelor of arts and master's degrees from the University of British Columbia and was the recipient of two scholarships in history from that University. In 1956-57, he was awarded a special scholarship of the Board of Governors of the University of Alberta.

**E. D. Hodgson** of Red Deer is winner of the Imperial Oil Company Limited

Fellowship. Mr. Hodgson is presently inspector of high schools. He was formerly superintendent of schools in the Leduc School Division and the County of Grande Prairie. He obtained his B.Ed. degree in 1948 and his M.A. degree in 1949 from the University of Alberta, and taught for five years in schools of the Edmonton Public school system before his appointment to the superintendency staff.

## TEACHERS WANTED

Applications will be received for positions in Camrose City Schools for Grades One, Two, Five, Six, and Seven in Elementary and Junior High, and four teachers for High School, qualified to teach French 11, 20 and 30, English Language and Literature 10 and 20, Science 10 and 20, Physics 30, Biology 11 and 32, Physical Education 10, Industrial Arts, Wood 10 and 21, Auto 10 and 21, Electrical 10.

Salary schedule under negotiation. Application forms available from **Secretary C. McGill, Camrose School District No. 1315, Camrose.**

## Year Books

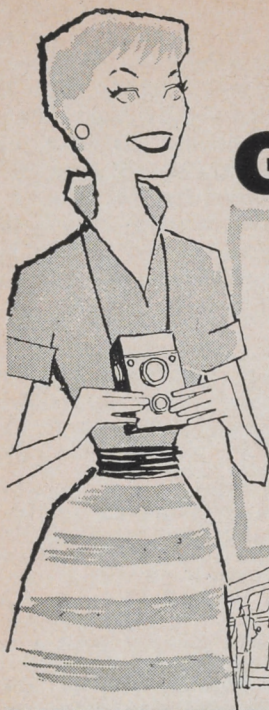
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### FACULTY OF EDUCATION

#### Attention: HIGH SCHOOL PRINCIPALS

The Faculty of Education, University of Alberta, is asking that students entering the Junior Elementary or the Bachelor of Education programs apply for admission before August 31. Application should be accompanied by two high school transcripts showing standing at date of application. Students who expect to be admitted on the basis of the August supplemental examinations should apply for admission before August 31 and should arrange with the Examinations Branch, Department of Education, to send two revised transcripts as soon as the results of the supplemental examinations are known.

Application forms are available from the Director, University of Alberta in Calgary and from the Dean or Registrar, University of Alberta in Edmonton. Please advise interested students to write for application forms if they have any thought of entering the Faculty of Education for the 1958-59 university year.

H. T. COUTTS, Dean.



# NEWS from our Locals

## **Barrhead Local**

A feature of the local meeting on May 13 was an interesting talk by Professor J. W. Gilles, director of the Summer Session and Evening Credit Programs of the University of Alberta. Dr. Gilles explained in detail phases of the Evening Credit Program, including the motives for promoting evening classes, the choice of courses, selection of lecturers, registration, attendance at lectures, written examinations, and fees. People from all walks of life benefit from the evening courses, Dr. Gilles said. To date, persons outside the teaching profession have accounted for 20 percent of the evening class registration. Dr. Gilles' comments made it clear that the university authorities do everything possible to offer university courses through evening classes in small towns, despite many difficulties. It seems certain that a course in English 2 will be offered in Barrhead next September on Saturday mornings.

## **Beaverlodge-Elmworth- Wembley Sublocal**

At the sublocal meeting on May 15, Mrs. D. Dagleish reported on the last Grande Prairie Local executive meeting. Plans for the May track meet were completed. Mrs. E. Halstead of Beaverlodge was selected to attend the Narcotics School to be held in Saskatoon in August.

## **Benalto Sublocal**

The teachers held two meetings in May. At the first, arrangements were made for the track meet which was held on May 23, and W. Earle Farris gave his report on attendance at the Banff Conference in August, 1957. W. R. Sloan

of Dixon was guest speaker at the May 29 meeting and reported on the Annual General Meeting.

## **Calgary Northeast Sublocal**

At the April sublocal meeting, H. Mumby announced details of the career night to be held on May 2 at Crossfield. L. Bunyan gave a summary of proceedings at the Annual General Meeting. Mrs. A. Autio was selected to attend the Banff Conference this coming August. Track meet regulations were reviewed by P. Stefenchuk, who reported that the girls' standing broad jump is no longer an event and a softball relay will be substituted on a trial basis.

## **Cluny-Gleichen Sublocal**

Members of the sublocal held their final meeting of the term in Cluny on May 15. Evaluation of the Grade III Social Studies course was the discussion topic. Last year's final examination paper in the subject was critically reviewed. A donation of \$10 to cover the expense of ribbons and awards for the divisional track meet was approved. The first meeting of the 1958-59 school year will be held at Gleichen.

## **Dickson-Markerville Sublocal**

The regular monthly meeting was held on May 1 in the Dickson Lutheran Church parlor which was decorated with flowers and pussy willows and lighted with Chinese lanterns. Soft music was played throughout the supper hour. Thirty-five persons attended including teachers from the Benalto and Bowden staffs and Superintendent and Mrs. R. V. McCullough. Mrs. Phyllis Johannson and Mrs. Kay Johnson played two piano duets and the Dickson choir conducted by Elmer Rawling sang two numbers. Guest speaker Mrs. McCullough spoke about the Canadian Conference on Education held in Ottawa last February. Mrs. McCullough said: "It isn't school costs, or school accommodation, or the curriculum, or the shortage of teachers that is chiefly wrong with Canadian education today, but the unconcerned attitude of



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the boys and girls attending the schools and that of their parents who have evidently lost the urge of personal achievement beyond material success, personal comfort, and old age security. What needs to be done to vitalize education in our schools is to revitalize public opinion about education and the adventure of serious study."

### Fairview Local

Thirty members were present at the local meeting held in the Whitelaw School on April 28. The main topic of discussion was the proposed salary schedule. B. J. Roe and E. Guertin reported on the Annual General Meeting. The track meet was set for May 21 in Fairview.

### Foothills Local

The local held a general meeting on May 13 in Okotoks at which P. Husby, chairman of the economic committee, reported on salary negotiation meetings with the school board. The teachers agreed to accept the board's offer. Mrs. Ione Denison gave her report on the Secretaries Convention held in Edmonton, and the business of the annual spring banquet was discussed.

### Foothills Sublocal

High River, Blackie, and Cayley teachers attended the sublocal meeting in Cayley on May 7. After the general business meeting, during which the feasibility of summer school sessions in Calgary was discussed, the teachers met in groups representing each division to discuss promotion policies.

### Hythe-Valhalla-LaGlacé Sublocal

Several important reports were given at the May meeting. Secretary-treasurer of the Grande Prairie Local, Mrs. A. Dixon, spoke enthusiastically about the recent Secretaries Conference arranged by head office and held at the Edmonton Mayfair Golf and Country Club. The need for complete and adequate local records was stressed. The distribution of material from head office is through officials



## ***Notice Regarding Refund of Pension Contributions***

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, or the date of the last contribution, whichever is the earlier. This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

**Eric C. Ansley**  
**Secretary-Treasurer**  
**Board of Administrators**

noted on the local's annual report form. E. J. Meen, local councillor, informed the members that, due to increased services, increased ATA fees might become necessary. The number of councillors to the Annual General Meeting might be cut to a ratio of one per hundred teachers with a minimum of two per local. The importance of sending at least one experienced councillor was mentioned by both Mrs. Dixon and Mr. Meen. R. Gouchey of Beaverlodge reported that the new insurance policy with MSI should be in effect by July 1. It was announced that English 2 may be offered next year in the Grande Prairie district if there are at least 15 interested teachers.

### **Lac la Biche Local**

At a meeting held in the Dr. Swift School on April 30, Nick Chodan gave an interesting report on the Annual General Meeting at which he and Tom Pawluk represented the local. Salary schedules were discussed and other items

of local business. The track meet date was set as May 22.

### **Lethbridge Northern Sublocal**

Plans for the annual track meet were finalized at the regular meeting held in the Dorothy Dalglish School in Picture Butte on April 30. An added attraction at the meet this year will be an exhibition of pole vaulting. It was hoped a large number of parents and friends would be on hand to encourage the students and teachers. M. D'Andrea reported to the group on the Annual General Meeting. The teachers were pleased to hear of the strong stand taken by the meeting against a rumoured move in some government circles towards compulsory arbitration in the matter of teachers' salaries, and to learn that the government has tabled indefinitely the report of the Blackstock Commission.

### **Marwayne-Streamstown Sublocal**

The sublocal has had a very successful



year under the presidency of Emil Wysocki, with Mrs. Helen Spence, vice-president; Evelyn Howe, secretary-treasurer; J. S. Gardiner, councillor; M. Gudzowaty and H. Petryshen, policy members; and Mrs. Harriet Reishus, press reporter. Meetings were held in the Marwayne High School on the third Thursday of each month. Some meetings were devoted to group discussion of problems at the different grade levels and classroom visits were arranged for interested groups. The sublocal track meet was held on May 31.

### **Morinville Sublocal**

The teachers of the sublocal held their last meeting of the term at the Alcomdale School on May 23 with 20 members present. Sister Marie St. Paulin gave the councillor's report. E. Kluzny presented the report from the salary negotiating committee. Final plans for the track meet on June 12 were made. The in-service training program which has been carried on throughout the term was discussed. Teachers have been working on various projects and exchanging ideas in a monthly in-service training newsletter. President William Tchir expressed appreciation for the cooperation and participation of the teachers.

### **Radway-Egremont-Redwater Sublocal**

The fourth meeting of the sublocal held at the Redwater School was attended by 26 members. M. Senych of the Thorhild Sublocal was present and reported

that a salary schedule proposal had been agreed upon and that a negotiating committee of A. J. Styra, H. Klufas, and himself had been chosen. Mr. Senych also gave an interesting report on the Annual General Meeting. H. Klufas led a discussion on the future of the sublocal, and a committee of five was chosen to plan a tentative program for next year. Members of the committee are: Mrs. Anne Walker, Division One; Emily Chomay, Division Two; Mrs. Isabelle Boyko, Division Three; Allan Olson, Junior High; and Alex Konasewich, Senior High.

### **St. Albert Sublocal**

At the May sublocal meeting, members heard a report from Mrs. L. Vague on the last meeting of the Sturgeon Local. A. Jenkins of the Sturgeon Divisional Board and Superintendent J. F. Swan explained the arrangements made for use of existing school buildings. The present junior high building will be the property of the divisional board, the senior high building will accommodate town and divisional students, and new buildings will be erected for the town and Protestant separate schools. W. Tanasiuk reported on highlights of the Annual

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## Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1958**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1958** (see 9[f]). The application forms may be obtained from Barnett House, 9929-103 Street, Edmonton.

**Eric C. Ansley**  
**Secretary-Treasurer**  
**Board of Administrators**

### By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

General Meeting. He urged that the teachers study *The ATA Handbook* to become more familiar with Association policies and standards.

### Stony Plain-Spruce Grove Sublocal

The regular monthly meeting of the sublocal was held in the Stony Plain Memorial High School on May 12. It was decided to award three scholarships of \$10 each to students with the top averages on the Grade IX examinations in 1958. One will go to a student from Winterburn, one to a student from Spruce Grove, and one to a student from Stony Plain. The next meeting is to take the form of a picnic supper at the cottage of Hugh McCall on Lake Wabamun.

### Sundre Sublocal

At the regular monthly meeting on April 21, F. C. Marfleet gave an interesting talk and demonstration on the

gathering and pressing of plants for use in a herbarium. The topic was timely as classes will be collecting and pressing leaves and plants for school fair exhibits.

### Viking-Kinsella Sublocal

The sublocal has held four meetings this year under the presidency of R. Harris who was returned to the office at the first meeting. Agendas were arranged for future meetings which have been held on the third Wednesday of the month. Superintendent H. A. Pike spoke about *The County Act* at the second meeting. The third meeting took the form of a social afternoon including games of badminton, bridge, and chess. Visitors from Bruce and Holden attended the fourth meeting. District Representative J. D. McFetridge was the guest speaker, and Lars Olson gave a short talk on pensions.



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## **ATA Pensions Grievance Committee**

The Executive Council has established a Pensions Grievance Committee. The matter of having such a committee has been under discussion for some time, and this action was taken at the June executive meeting.

The committee's function will be to receive and consider written submissions from members of the Association concerning the processing of their Teachers' Retirement Fund business, the interpretation of their retirement status, decisions of the Board of Administrators, Teachers' Retirement Fund, or any correspondence relative to their pensions. The committee may hold two or more meetings a year to investigate complaints submitted and report thereon to the Executive Council, which, after considering the recommendations made, will take whatever action it deems necessary in each case.

Teachers are advised that all submissions must be in writing and addressed to the Secretary, ATA Pensions Grievance Committee, Barnett House, 9929 - 103 Street, Edmonton.

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### **The Byline Beat**

*(Continued from Page 2)*

learning just as teaching is inseparable from reading.

Educational finance is a subject of concern to the public as well as to teachers. School budgets, the foundation of a healthy school system, should not be subject to the approval of municipal authorities.

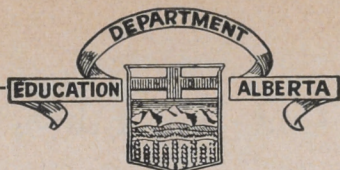
The Executive Council has established a Pensions Grievance Committee. Information about this committee appears on this page.

Retiring teachers and teachers who are leaving the profession should check notices appearing in this issue regarding pensions and refund of contributions.

Now it's 'bon voyage' to some, and happy holidays to most. See you again in September.

FJCS





## Official Bulletin, Department of Education

No. 187

As in the past two years, the *Teacher Guides to Alberta School Broadcasts* will be distributed in late August through school divisional offices, local secretaries, and school principals, to every elementary and junior high school teacher in the province. Single copies will go to principals of high schools. Teachers who wish advance information concerning next season's programs may write for a mimeographed bulletin to the

School Broadcasts Branch, Department of Education, Edmonton.

We regret to announce that, because of the death in April of Mrs. McLeod (Janet McIlvena), her program "Sing and Play" will no longer be heard. It is being replaced by a new elementary music series. The new director of the program will be announced in the *Teacher Guides to Alberta School Broadcasts*.

### *Doctor of Philosophy Degree Awarded*

The first doctor of philosophy degree to be awarded by the Division of Educational Administration and Supervision at the University of Alberta was conferred on Cecil Patrick Collins at the spring convocation. Dr. Collins previously held an Honors B.A. degree in English and history, an M.A. in history, and a B.Ed. degree, all from the University of Saskatchewan. His doctoral work was in the field of school administration. The title of his dissertation was "The Role of the Provincially-Appointed Superintendent of Schools in Larger Units of Administration in Canada".

A native of Ontario, Dr. Collins has had an active career in education in Saskatchewan where he spent several years as teacher and principal. He served as superintendent of schools at Kindersley before coming to the University of Alberta for his doctoral studies. In 1956, Dr. Collins was awarded a University of Alberta research scholarship, and in 1957 an Imperial Oil Company Limited fellowship at the University of Alberta. He recently accepted a position as research officer with the Canadian Education Association at Toronto.

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*He who receives a benefit with gratitude repays the first instalment on his debt.*

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*Discussion is an exchange of knowledge; argument is only an exchange of ignorance.*



# **The Alberta Teachers' Association**

## **Code of Ethics**


1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.



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The Canadian Army has recently completed a new film "The Way to a Fine Future" depicting the life of the Soldier Apprentice. This outstanding film is produced and directed by Army motion picture technicians and is available for showings in schools across the country.

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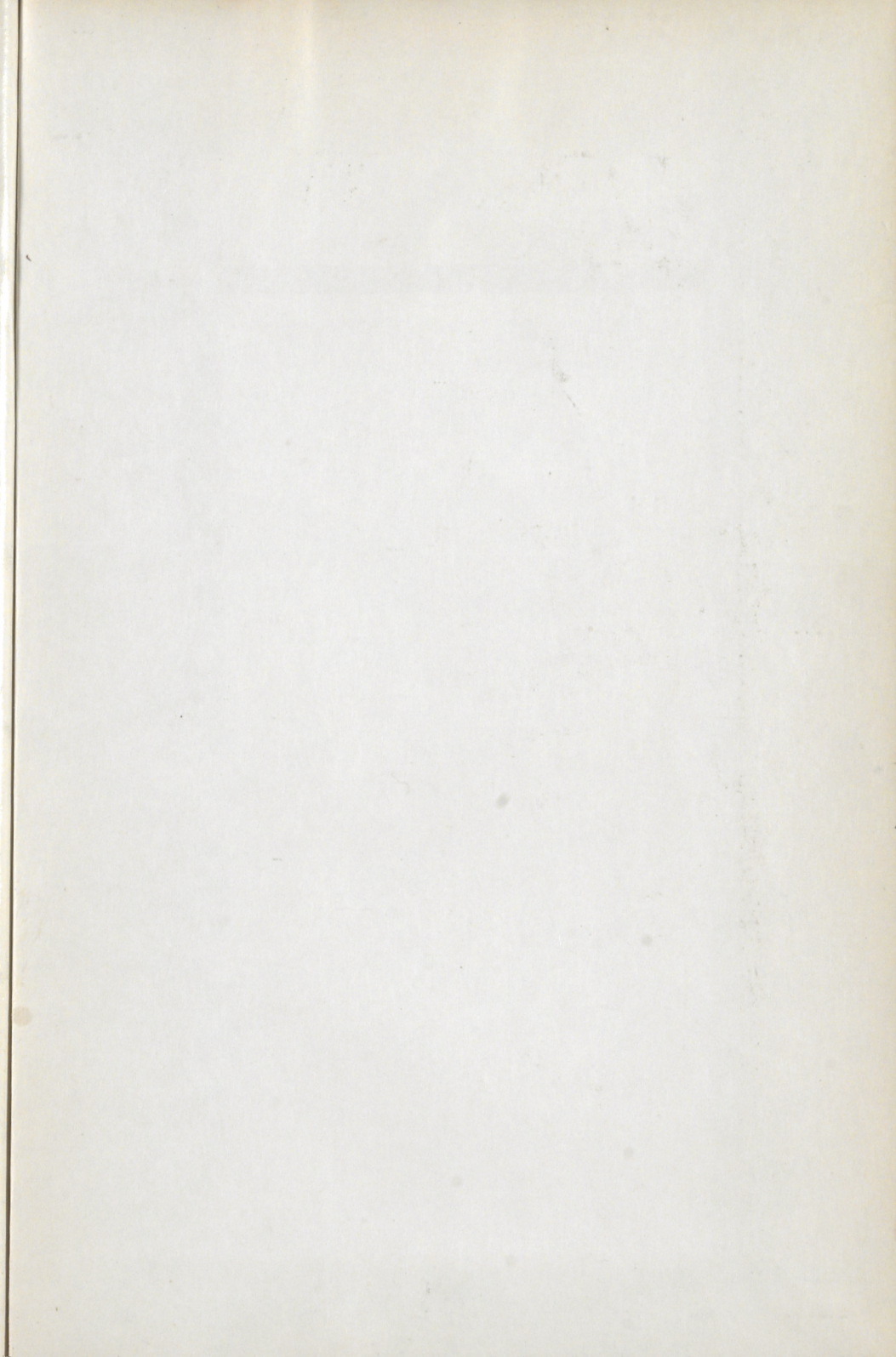
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